MontCAS, Phase 2
CRT-Alternate
(CRT-Alt)

Spring 2008
Test Administrator Training
Grades 3-8 and 10 in Reading and Math
Grades 4, 8, and 10 in Science
Presentation 3:
**Strategies for Successful Test
Administration**

CRT-Alt: Structured Yet Flexible

- Students for whom this assessment is designed vary in how they communicate and respond

- Test administrator must carefully examine the tasks *__in advance__* and make necessary adaptations for individual test takers

Review the test with each individual student in mind, analyzing…..

- Student's communication skills
  - How student ***receives*** information
  - How student ***expresses*** information
- Task demands
  - Format of question
  - Format of materials provided
  - Response required of student

Communication Supports

- What system does the student use to communicate on a daily basis?

- Customize THIS system to the demands of the assessment task.

Analyze Communication Demands

- What vocabulary must be available to provide appropriate options for the EACH STEP of the task?

- Create displays that are consistent with student's discrimination skills.

Beyond the individual test items…

- Consider messages that might be needed throughout the test.
  - I need help
  - I don't understand
  - Please repeat
  - Can we take a break?
  - Yes/No
- Consider having a display accessible to student throughout the test

Analysis of Task Demands

- Format of question
  - Multiple-choice
  - Yes/No
  - Open-ended
- Task materials provided
  - Is reading involved?
  - Is manipulation of materials required
  - Will the format of the materials work for the student?
- Response required of student
  - Does student have to "say" something
  - Does student have to "do" something

Multiple Choice Questions Represent a Majority of Test Items

4. Display 4 word/picture symbols on the work space.

"Show me the word/ picture/symbol/object that means library." (If library is not available, substitute appropriate term.)

Scaffolding Multiple Choice Items

Level 4

change—make different	
change—coins	
change—replace	
change—put on different clothes	

Level 3

change—make different	
change—coins	
change—put on different clothes	

change—make different	
change—put on different clothes	

Level 2

change—make different	

Level 1

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Item Presentation: Your Analysis

- Will student understand visual choices presented?

park	library
playground	store

- **If no, adapt the materials**
  - Modify display/size of pictures
  - Use objects
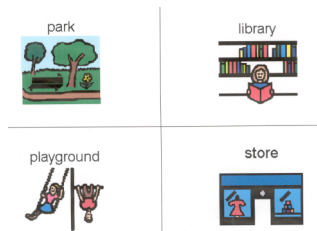
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Modifying Size/Display

- Cut laminated grid to display choices as appropriate for student
- Use electronic version of materials to enlarge them
- Program communication device with auditory output to enable student to hear choices
- Use real objects

Item Response: Your Analysis

- Can student make pointing response required of item

- **If no, adapt the response required**

  – Select display that allows for alternative inputs
  – Teacher presents options in scanning format
  – Adapt question to require yes/no response
  – Present responses in auditory format that student can "stop" with reliable motor response

Yes/No Response Format

- Shift motor demands to the teacher
- *"Let me show you the choices. Will this keep Jan warm?"*

sweater/jacket	baseball cap
T-shirt	bathing suit

MontCAS, CRT-Alternate, Grade 6, Reading, **Tasklet 3 – Item 5 Word/Picture Symbols**

5. Place the book and the word/picture symbols on the work space. Read the word/picture symbols and describe the items.

"What will Jan pack to keep her warm at night?"

yes   no

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Student "Stops" Scanning Display

sweater/jacket	baseball cap
T-shirt	bathing suit

MontCAS, CRT-Alternate, Grade 6, Reading, **Tasklet 3 – Item 5 Word/Picture Symbols**

stop

STOP

- Teacher points to each picture in sequence
- Student directs teacher to "stop" when the teacher points to the correct response

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Items Requiring Performance

11. Display literary materials on the work space and encourage the student to explore them. Observe correct manipulation of literacy materials.

"Show me how you use this."

Communication support strategies:
- Student may look at/ point to task materials to express response OR
- If student is unable to manipulate the task materials, ask student to indicate (e.g., "yes"/"no") if teacher is handling materials correctly (e.g., *"Is the book in the correct position? Am I going to hit the right button?"*).

Example of Scaffolding a Performance Item

- Level 3 = provide additional information

- Level 2 = model correct response

- Level 3 = guide student through correct response

Scaffold:
Level 3: Give the student a verbal description of how to hold book/turn on tape. Repeat task request.
Level 2: Demonstrate the correct way to hold/turn on the material. Give materials to student and repeat task request.
Level 1: Assist student to manipulate materials appropriately, saying *"This is how you use this."*

Open-Ended Questions

Communication support strategies:
- Student may select response from a display of 4 sentence strips (1 correct and 3 incorrect questions).
- Question may be rephrased to require "yes" or "no" response (e.g., *"Is this what you would ask?"*).

...plain that the students ...bake only one kind ...cake. To decide which ...d, they should talk to ...classmates to find out ...at kind they like.

...hat would you ask ...ur classmates?"

What is your name?

What kind of cake do you like?

What did you bring for lunch?

Do you like to eat cake?

Scaffolding Open-Ended Questions

- Follow the same approach as used for multiple choice questions
- Sentence strips also used for scaffolding students who are verbal

Scaffold:
Level 3: "*Here are some ideas.*" Display and read 3 sentence strips (1 correct/2 incorrect). "*What would you ask?*" Student may repeat or point to correct response.
Level 2: Remove an incorrect response and review the 2 choices. "*What would you ask?*" Student may repeat or point to correct response.
Level 1: Display and read the correct response. Guide student to point to or (if possible) repeat the correct response.

Other Communication Support Strategies for Open Ended Questions

- Provide visual display of 4 choices
- Present auditory display of numbers, asking student to "stop" sequence at the correct point

Communication support strategies:
- Student may select response from a display of 4 numbers OR
- Student may select desired response on a number line OR
- Student may stop recorded or spoken sequence of numbers at the correct point.

19. Show the 2 boxes and give the student more than 10 counters.

"How many classmates will 2 boxes serve?"

Administration Hints

- Test must be administered by at least one certified teacher, with additional support as needed
- Review the test with another person
- Practice with another adult

Contact Information and Questions

- Judy Snow – OPI policy, bar code labels
  - (406) 444-3656
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- Gail McGregor – customizing the test for individual students
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- Jake Goldsmith – extra materials, returning tests
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End of Strategies for Successful Test Administration

- Please exit and choose another presentation